

The Goodwood community believes that everyone who attends our school has the right to work and play in a safe, supportive and caring environment to ensure this we follow the core values of: Fairness, Achievement and Respect.

General information

Principal	Belinda Adams
Deputy Principal	Anthea Bartlett
Assistant Principal	Jo D'Ettorre
Preschool Leader	Karen Dickens
Postal Address	140 Goodwood Road, Goodwood 5034
Location Address	as above
Region	Greenhill South
School No / Preschool No	0156 / 1583
Courier	Eastern Adelaide
Distance from GPO	4 km
Phone number	08 8271 2280
Fax number	08 8373 3096
School email	dl.0156.info@schools.sa.edu.au
School website	www.goodwoodps.sa.edu.au
Preschool attached	Yes
Preschool direct phone	08 8373 2586
Out of School Hours Care (OSHC)	08 8373 5302
February FTE Student enrolment	452

Term 3 FTE enrolment

	2017	2018	2019	2020	2021	2022	2023	2024	2025
Preschool	59	77	66	64	66	64	66	51	34
Reception	70	46	66	56	54	67	65	65	69
Year 1	56	66	48	62	54	53	72	67	39
Year 2	72	49	61	43	67	57	60	73	64
Year 3	48	74	45	65	46	62	56	55	73
Year 4	58	47	62	48	66	43	67	52	57
Year 5	44	49	45	57	47	67	43	65	51
Year 6	37	47	45	41	58	43	70	39	65
Year 7	34	38	43	39	41	N/A	N/A	N/A	N/A
IELC	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total School	478	493	481	475	499	456	499	467	452

The school includes:

- *School Card percentage* 7%
- *EALD enrolment* 30%
- *Aboriginal enrolment* 4 students
- *Enrolment trends* Stable
- *Staffing numbers* 28 teachers 14 SSOs
- *Public transport access* Bus, train and tram
- A school-based preschool operates within the school with 2 teachers and 33 SSO hours. The preschool has two 15 hours per week attendance options available for Group 1 on Monday and Tuesday or Group 2 on Wednesday and Thursday, with alternating sessions for half a day on Fridays. In 2025 we have 39 children and will again be having a mid-year intake in Term 3.
- An OSHC and Vacation Care is operating and licensed for 90 children, led by a Director and Assistant Director.

Students (and their welfare)

General characteristics

Goodwood Primary School and Preschool values diversity. Providing a supportive learning environment all children are encouraged to be confident, co-operative and actively involved in their learning.

The school has students verified through the Intensive Education Support Programs (IESP) being supported with either quality differentiated teaching practice and / or SSO support.

Children with EALD make up a significant proportion of the total school and preschool enrolment. The school community is active and engaged. Parents are keenly interested in their children's learning achievement, and extra-curricular activities. There are strong connections between families, staff and the wider local community.

Student Wellbeing Initiatives

Developing students own understanding of their body and mind underpins the focus on self-regulation and interoception at Goodwood. Staff are trained to support students and implement strategies which enhance wellbeing across the site. Daily mindfulness is scheduled after lunch each day. During this time, students participate in yoga, mindful activities, quiet reflection time or reading. Teachers also use this time to debrief with students about their play time. Some other strategies in place are scheduled movement breaks, calm down spaces, visual timetables and Zones of Regulation strategies.

Our Regulation Room (Now BLOOM Room - Balance, Learning, Outreach, Opportunity, Mindfulness) will be a space where students can go to regulate when dysregulated or to learn strategies to support their regulation.

The You Can Do It! Program (Program Achieve) underpins the social emotional learning of students, the 5 Keys to Success from the program make up the school foundations for achievement. Teachers facilitate learning activities in Resilience, Persistence, Confidence, Getting Along and Organisation throughout the year. You Can Do It! also strengthens the two-week beginning of the year program, when students collaborate to develop common understandings and skills for success within the school environment.

All classes participate in a buddy class program, younger and older classes are paired up to develop support, mentoring and relationships between students. Throughout the year classes will meet to engage in a range of learning activities which foster positive interactions between students and staff.

Students have the opportunity to participate in lunch time programs and clubs such as Taiko Drums, Giant Games, Art, Drama, Lego and Sewing Clubs.

Support offered

EALD support and intervention programs for speech, language, literacy, wellbeing and numeracy are coordinated across the school.

Targeted learning design and planning has led to students achieving the higher bands in assessments. Teachers differentiate for student learning across the curriculum to ensure learning is targeted to meet the needs of all students.

Student management

The school's culture and practices enable students to take responsibility for themselves and their learning. This is actively supported by an integrated approach to student participation, social learning, school behavioural expectations and the development of supportive learning environments.

Our student behaviour policy exists to ensure safety and student wellbeing are managed consistently in the yard and classroom. Restorative practices are used to support our behaviour management policies, procedures and focus on teaching our school values: fairness, achievement and respect. These practices help students and staff build strong relationships, take

responsibility for their actions, and repair harm in a respectful way. This approach supports a positive school culture where empathy, communication, and connection are encouraged. In conflict situations students are supported to identify who has been upset or hurt, how they can make things right again and restore relationships. Anti-bullying and grievance processes are implemented across R-6 and supported by our procedure: stopping bullying and harassment. Program Achieve and the Child Protection Curriculum (CPC) are taught across the school. What's the Buzz is taught in the Preschool and adopted by some teachers and the PCW across the school where needed.

Student wellbeing is tracked through the annual Wellbeing and Engagement Collection (WEC) survey for years 4-6 and student behaviour management data. Teachers and line managers monitor targeted students to provide appropriate interventions.

Student Agency

Student leadership and student agency are integral components of the school's learning programs and decision-making structure. Commitment through an inquiry focus ensures learning experiences are purposeful and drive student agency as a priority.

Year 6 students have an opportunity to apply to lead through an application process. All applications are considered by the year 5/6 teaching and the leadership team. This year we have ten students in year six who are representing the student body. They meet fortnightly with leadership to discuss issues and brainstorm ideas to support positive outcomes for their peers and community.

Student leaders will attend the Greenhill South Partnership Student Leader Conference where they develop their leadership skills working with leaders in our community and also develop an understanding of the Wellbeing and Engagement Collection (WEC) data for our school with the WEC team from the Department for Education.

Once again, we will participate in the Charter Ambassador Program. The Charter for Children and Young People outlines the rights and principles that children and young people are entitled to, such as the right to education, healthcare, protection from harm, and participation in decisions affecting them. It often serves as a guiding document for organisations, governments, and communities to ensure the well-being and development of children and young people.

Our student leaders for 2025 will serve as ambassadors for the Charter for Children and Young People by advocating for its principles within their school and community. They can raise awareness about children's rights, promote inclusivity and respect among their peers, and participate in activities that support the well-being and empowerment of children and young people. By actively embodying and promoting the values of the Charter, students can contribute to creating a more equitable and supportive environment for all children and young people.

This year we have 24 new students joining the Children's University Program, along with 22 students continuing from last year. New students receive passports and logins to begin accumulating their hours for this year. First-year students need a minimum of 30 hours to qualify for graduation. This program offers a fantastic opportunity for children eager to expand their learning beyond the classroom and school week, allowing them to experience new learning opportunities.

Students have the exciting opportunity to participate in the Oliphant Science Awards. These awards encourage children to explore and develop their passion for science through a variety of categories, including photography, science writing, posters, crystal investigations, games, computer programming, multimedia, scientific inquiry, and models and inventions. The Oliphant Science Awards provide a valuable platform for students to enhance their scientific literacy, deepen their understanding of the world around them, and engage in meaningful discussions about science.

Special Programmes

- Goody Patch Community Garden
- Taiko Drum Ensemble
- Student initiated breaktime clubs
- Festival of Music choir
- After hours instrumental music lessons through the company: 'Learn Through Music' are offered on the premises, parents enrol privately.

Key School Policies

School Learning Plan (SLP)

Our site learning plan is dedicated to fostering growth in writing, reading, numeracy, and learner agency, empowering students with the comprehensive skills necessary for lifelong success. We are committed to ensuring that all students understand how their efforts and actions directly influence their growth and achievement.

SLP priorities for 2025 in quality teaching and learning:

- **Literacy** – students will see personal growth in their oral fluency and blending words in reading and in their scale score as measured by Brightpath narrative and persuasive samples.
- **Numeracy** – students will see personal growth in pre and post assessment scores in number
- **Learner Agency** – all students will discuss, set and reflect on their learning goals with teachers and families.

External School Review Directions – linked with our SLP

- Use formative and summative assessment data with students to establish explicit individual learning goals that target next steps in learning and accelerate achievement for all students.
- Strengthen and embed the professional learning team cycle to improve teacher practice and student learning outcomes.
- Implement agreed high impact teaching strategies that provide stretch and challenge for all learners and develop skills in using meta language, problem solving, collaboration, explaining their thinking and questioning.

In 2025 our Professional Learning Teams (PLTs) facilitators continue to drive our school improvement through leading small professional learning teams of year level and specialist teachers. In collaboration with teachers, these PLTs support educators to develop consistent approaches in planning, teaching and learning and a guarantee and viable curriculum.

PLTs using data collected according to our assessment schedule attended throughout the year, ensures individual students who are not achieving standards, have interventions and appropriate support to impact and improve their learning outcomes.

Students, staff and parents at Goodwood take pride in academic excellence.

Curriculum

Subject offerings

Teachers provide a broad and balanced curriculum program in all eight areas of the Australian Curriculum. Literacy is a priority area for all teachers and is covered by both specific time allocations for the English strands of literacy, literature and language; as well as being integrated into all other learning areas. Numeracy is also covered by daily mathematics lessons and integrated into other learning areas. Our focus on learner agency supports key concepts being

taught across the site, to provide authentic personalised learning experiences where students actively problem solve applying their skills and knowledge.

Special needs

EALD support is provided to students who do not have English as their first language or who have a non-English speaking background and require interventions to further develop their literacy skills. The EALD teacher works collaboratively to provide interventions and differentiation for our EALD students and supports teachers across the school with approaches to teaching English.

The literacy development of early year's students is monitored closely. Students identified as 'at risk' participate in intervention programs coordinated by the class teacher and deputy principal. Students identified through a range of assessments receive additional support through a whole school coordinated student support program. Student progress is reviewed regularly to ensure the allocation of student support time is appropriate.

One Plans have been developed and documented for our Aboriginal students, students in care and students with disabilities by the class teacher and Deputy Principal. School Services Officers (SSOs) support these plans in classes.

Special curriculum features

Physical Education, Performing Arts, Science and Mandarin are offered as specialist subjects to Reception - year 6 students.

The Festival of Music choir is made up of students from years 5 & 6. Instrumental Music is offered to students R- 6 through private tutors and this takes place out of school hours.

The Deputy Principal works collaboratively with staff R-6 to support teacher approaches to targeted interventions and leads our literacy focus.

Information and communication technology is integrated as tools for learning throughout the curriculum. In 2023 we implemented a 1 to 1 Device Program from years 3-6 with laptops. Access to laptops for students not in the program is available to ensure equity. Laptops, iPads, and interactive TVs in classrooms for all teachers and when needed by students.

The 5 Keys to Success from You Can Do It! (Program Achieve): Getting along, Organisation, Confidence, Persistence, and Resilience are actively taught, modelled and reported on in both semesters.

The leadership team and Pastoral Care Worker (PCW) supports student learning and wellbeing strategies across the whole school. This year we will continue to have a focus on professional learning for all staff in The Zones of Regulation.

In 2025 we continue to have an Autism Inclusion Teacher (AIT) working half a day a fortnight as per the department's inclusive initiative.

The Goody Patch Community Garden is an invaluable resource to our whole school community and in particular to the students and staff across all curriculum areas and during breaks. Goodwood is committed to promoting a love of learning through nature and focusing on supporting sustainable life styles.

Teaching methodology

The school usually has a mixture of composite and straight year level classes, with teachers designing a curriculum that caters for individual learning needs. Through our teaching practice, students actively connect with the criteria for success and are supported to identify and articulate their goals, achievements and their next steps in learning. Enabling these skills and opportunities has been very powerful in terms of developing a growth mindset and belief in themselves as lifelong learners.

Teachers have the opportunity to work in Professional Learning Teams (PLTs) at similar year levels to develop consistent teaching and learning practices, share resources and provide each other with professional support. This is done through staff meetings, PLT meetings and in common release time.

Assessment procedures and reporting

Monitoring student progress is continuous. We use a range of assessments including: assessment for learning (formative assessment) and assessment of learning (summative assessment). Teachers place a high priority in communicating with parents as regularly as possible. Teachers communicate to parents about the teaching and learning programs and student achievement through:

- Meet and Greet Evening
- Sending home evidence of student progress, incorporating the next steps in learning, via online platforms and / or hard copy throughout the year
- Written reports – twice a year
- Learning Conversations (Student/ Teacher / Parent meetings) are held early in Term 3. Parents are invited to meet staff where required throughout the year
- Class curriculum overviews sent home at the beginning of each term

Sporting Activities

- Out of hours sporting teams - cricket, basketball, soccer, football, cricket, netball, hockey
- After school coaching clinics - Auskick Football, Have A Go cricket
- SAPSASA – swimming, softball, athletics, football, cricket, cross country, netball
- Sports Day
- Water Safety and Aquatics programs
- PE Week

Other Co-Curricular Activities

Choir
Book Week
Whole school performances
Social learning programs

School Concerts
Harmony Day
Science Week

Staff (and their welfare)

Staff profile

There are 23 teachers in the school. The preschool has 2 teachers.

There are 14 SSOs in the school and preschool with hours ranging from 7 hours a week to 37.5.

Leadership structure

The school leadership team is made up of the Principal, Deputy Principal and Assistant Principal. The Deputy Principal oversees the development of Professional Learning Teams (PLTs), literacy and mathematics, special education and EALD programs. The Assistant Principal leads Australian Curriculum planning, wellbeing programs and initiatives, supports individual student wellbeing needs, developing teacher capacity and understanding of current wellbeing practices to ensure student engagement in learning.

Our Preschool Leader provides leadership to preschool staff, students and families. The Preschool Leader and Leadership meet weekly, as the needs of the preschool are specialised.

Staff support systems

Staff work in collaborative teams according to their year levels: R, 1/2, 3, 4, 5/6 and as a specialist team. Teachers are supported to participate in a wide range of training and development activities both within and outside of the school that support school priorities.

Teachers collaboratively plan their learning experiences that promote student agency. Our school has been working and gaining feedback around our skills to promote student agency through collaborative planning within our PLTs.

Staff meetings and teams occur on alternate fortnights. Our focus during staff meeting is on pedagogy associated with our priorities. In PLTs, we analyse data and inquire collaboratively into our approaches to teaching and learning, and support each other to further develop our skills and understandings. Teams share and measure student learning outcomes through formative and summative assessments.

All staff members have access to professional development that links with the school priorities. Staff are part of our Greenhill South Partnership and collaborate with other teachers from our partnership schools to plan and moderate student learning in the area of Maths.

Human Psychology EAP provides counselling to all employees of the Department of Education. The Pastoral Care Worker (PCW) is supportive of staff welfare and the Personnel Advisory Committee (PAC) is an avenue for staff to seek organisational support.

Performance Management and Development

The performance development guidelines include meeting twice a year with a member of the leadership team exploring:

- Goal setting and reflection of school priorities
- Personal and professional goals
- Conversations about wellbeing, career fulfillment and cultural responsiveness

Staff utilisation policies

Collection and analysis of learner achievement data and accessing Student Support Services leads to identifying students with disabilities.

Staffing for Intensive Education Support Programs (IESP) grants provides SSOs hours to support students with disabilities. SSO hours support students with targeted learning needs, determined by timely student reviews, and inclusive education support program funding One Plan alignment.

Access to regional support staff

A Department for Education psychologist and speech pathologist visit the school on a regular basis to assess and review students when required.

Interagency personnel and social workers come to the school as required.

School Facilities

Buildings and grounds

The school's accommodation consists of a two storey solid brick building and single storey solid brick buildings. These include an administration building, open space and closed class teaching spaces, science and library areas, wet areas, a purpose built preschool building with a separate yard area and a canteen. These areas are all centrally heated and cooled. The former church building is used as a hall. We have a purpose built performing arts centre which has a separate kitchen, a uniform shop and other specialist areas e.g. Performing Arts.

Well maintained compact grounds comprising a small oval, a courtyard area, two hard play areas and playgrounds, including a nature play area. The Surrey Street tennis court belongs to the school. This area known as the 'Goody Patch' also has a school/community garden that is used by the school during breaks and in student learning programs.

We recently added a Yarning Circle to the Goody Patch as a result of school and community efforts, and working bees organised by our Facilities, Environment & Sustainability committee.

Specialist facilities

Hall, tennis court, Performing Arts Centre (PAC) (available for hire), and Goody Patch Community garden.

Staff facilities

There is no staff car park within the school grounds. Staff members are required to park their car on the roads adjacent to the school.

A small staffroom is available to staff at all times. There is a designated meeting space for teachers as a part of the library.

All staff meetings occur in class spaces or our library due to the lack of space in our staff room. All teaching units have telephone access.

Access for students and staff with disabilities

Two of the teaching areas have been modified to cater for hearing impaired students and where needed Sound Field appliances are also available. There is wheelchair access to some ground floor classrooms and toilet.

Access to public transport

Goodwood Primary School is situated within a very short distance to bus, tram and train services.

Other

A preschool offering a full preschool program of 30 hours a fortnight is part of the school and is self-contained while being accessible to the rest of the school. Two childcare centres are located very near to the school. The school and the preschool have developed a close working relationship with these centres. There is an excellent transition program between the preschool and the early year's classes.

Connections are made with feeder high schools as part of our student's transition to high school process.

The Goodwood Public Library is a short walk from the school and is used on a regular basis by several classes.

A community garden has been established on school land adjacent to the tennis court for use by school and community members.

School Operations

Decision making structures

Management of the school is based upon a collaborative model with several groups participating in the decision-making processes:

- Leadership team
- Whole school staff meetings
- Professional Learning Team - PLTs
- PLT meetings within staff meetings
- Student Leadership
- Class structures that promote student ownership ie Circle Time
- Governing Council and Committees
- Personnel Advisory Committee - PAC
- Preschool staff meetings

Regular publications

Effective communication is well established and is of critical importance to the school community. A school newsletter is distributed each fortnight electronically as well as each class sending home class term overviews at the start of each term.

Seesaw App is used for daily communications along with Sentral for attendance.

Our whole school agreements are reviewed and updated when required to reflect our consistent teaching and learning practices R- 6 and other expected procedures.

Other communication

Weekly or as required communication is sent out to the community to keep families aware of important dates for the following week on Seesaw.

Assemblies are held in the hall or PAC regularly throughout the term. This is an opportunity for students to perform, share work or for students or adults to make announcements.

A term planner is in the staffroom and provided in with the newsletter to families.

We communicate with families to inform them about learning and promote community building and participation. This includes two Facebook pages, “*Goodwood Primary School & Preschool*” and “*Goodwood Primary Family Community Group*” and year level groups of parents/carers on What’s App. The school website www.goodwoodps.sa.edu.au is regularly updated.

School financial position

Staffing and infrastructure demands require constant monitoring by the Finance Committee and Governing Council, with information shared twice a term at Finance and Governing Council’s meetings. There is outstanding parental support for the school’s fundraising activities.

Local Community

General characteristics

Goodwood Primary School is located 4 kilometres from the GPO and is served by convenient public transport routes. It is centrally located in the local business area and is close to facilities such as the Goodwood Library, Soutar Park, Goodwood Oval, Forestville Reserve, Capri Theatre, the former Goodwood Orphanage, Wayville basketball stadium, Unley Swimming Centre, and Goodwood Community Centre.

The school community consists mostly of local residents and is socially, culturally and economically diverse.

Historically the Goodwood Community has been a diverse population representing many different cultural groups.

Parent and community involvement

There is a high level of support for the school and its philosophy. Parents are interested in their children’s social welfare and in their children’s learning. They are keen to support the educational program using their own skills and experiences. There is a very active fundraising group whose activities also tend to provide a social focus for parents. For example, our annual Quiz night.

Parents like to be informed and seek to be involved in school decision-making processes in a range of ways and at a range of levels.

The Governing Council is an integral structure in the school’s participative and consultative decision-making process. Areas of responsibility managed by Governing Council Committees include: Education & Wellbeing; OSHC; Finance; Facilities, Environment and Sustainability; Canteen; Community & Events; Out of School Hours Sport and Recreation; Goody Patch Management and Preschool. Specifically targeted working parties are established from time to time.

Feeder schools

Most students come from the preschool which is part of the school campus. Other children come from Glandore and Clarence Park Kindergartens.

Our year 6 students feed into a range of high schools in our area: Adelaide, Glenunga International, Unley, Springbank, Urrbrae and Adelaide Botanic High School.

Commercial/industrial and shopping facilities

Goodwood Primary School is located within the Goodwood precinct and is therefore conveniently located for access to the local shops and services. The school has a good relationship with the Goodwood Business Association and actively supports their events and the local businesses.

Other local facilities

Goodwood Community Library is located opposite the school.

The Goodwood Community Centre provides a range of resources and programs to support community members across all age ranges.

Goodwood Oval is a 10 minute walk from the school.

The Adelaide showgrounds are a 15 minute walk from the school.

Unley Swimming Centre is a 10 minute walk from the school.

The school uses the Capri Theatre for our end of year concerts

Local Government body

Unley City Council – 08 8372 5111